



**THE IMPLEMENTATION OF TASK BASED LEARNING TO IMPROVE
STUDENTS' ABILITY AT WRITING RECOUNT TEXT FOR THE
EIGHT GRADE STUDENTS OF MTS LABORATORIUM UINSU
MEDAN**

ATHESIS

**Submitted to the Faculty of Tarbiyah Science and Teacher Training UINSU
Medan as a Partial Fulfillment of the Requirements for S-1 Program (Degree
of Sarjana Pendidikan)**

By :

DIAH FADILLAH ZAHARA
NIM. 34.15.1.025

Advisor I

Dr. Mhd. Dalimunthe, S. Ag., M. Hum
NIP. 19710328 199903 1 003

Advisor II

Ernita Daulay, S.Pd., M.Hum
NIP: 19801201 200912 2 003

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN
2019**

ABSTRACT

Diah Fadillah Zahara. 2019. The Implementation of Task Based Learning to Improve Students' Ability At Writing Recount Text for The Eight Grade Students of MTs Laboratorium UIN-SU

This research was aimed to improve the students' ability at writing recount text through Task Based Learning method. The subjects of this study were 30 students at eight grade in MTs Laboratorium UIN-SU. This research was conducted by using classroom action research that consist of 2 cycles. The technique of analyzing data for quantitative data was the students' score of test. While for qualitative data, the data were collected through observation sheet, interview sheet, diary notes and writing recount test. In the pre-test of the first cycle, students who got point up to 70 there were only 7 of 30 students (23%). In the post-test of the first cycle students who got points up to 75 there were only 13 of 30 (43%). It means that there were improvement was about 16 %. Then in the post test of the second cycle, students who got point up to 75 there were 24 of 30 students (80 %). It means that the there were improvement was about 57%. In another words, the students become better in the first meeting to next meeting. , The class become more enjoyable and fun This result is strengthened by the observation and the interview result that students were more active in the class and enjoy the learning process.

Keywords: *writing skill, recount text, Task Based Learning method*

ACKNOWLEDGEMENT

Assalamu‘alaikum Wr.Wb

Praise to Allah SWT. The cherisher and sustainer of the world, the beneficant and the merciful. Peace and his glassing, mercy is unto beloved and our dear the holly prophet Muhammad Saw (Peace be Upon Him) and his family. The aim of finishing this thesis is partial fulfillment of there requirement for S-1 program English Department Tarbiyah and Teachers Training, The State Islamic University of North Sumatera.

The writer conducts this thesis under the title “The Implementation of Task Based Learning to Improve Students’ Ability At Writing Recount Text for The Eight Grade Students of MTs Laboratorium UIN-SU”. Writing this thesis is not easy. It spends much time and energy to completed it. Without helping and encouragement from the people, this thesis would not be completed. I realized that would never finish this thesis without helping of some people around me therefore, I would like to express my sincere gratitude to:

1. Dr. Amiruddin Siahaan,M.Pd., as a Dean of Tarbiyah Faculty and Teachers Training.
2. Dr. Sholihatul Hamidah Daulay, M.Hum as the Head of English Education Department and Maryati Salmiah, M.Hum also as the secretary English Education Department.
3. Dr. Mhd. Dalimunthe, SS, S. Ag, M. Hum, as my first advisor who has given me advice and suggestion in completion this thesis and criticism on the draft of the thesis so that this thesis could be finished.

4. Ernita Daulay, S.pd, M.Hum as the second advisor for her patience in providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation.
5. Yumira Simamora, M.Pd the Headmaster of MTs Laboratorium UINSU Medan, Masyita, M.Hum as a English teacher of VIII-3 who had given the chance and permission to conduct the research at that school.
6. My beloved parents, big thanks to my superhero (Kastar) and my superwoman (Poniyem) who have given me suggestion, motivation, affection, material and prays that is not endless, may Allah give health and long life. No words can't describe how much I love you.
7. My beloved sister, Siti Sundari Putri, S.KM who have given me motivation, support and suggestion also. Although we always fight for along time but I always love you.
8. My classmate in PBI-3/2015, thank you for your kindness and thank you for entertained each other you all make the class more cheerful.
9. My best Soufika Rachmi, you are so far but thank you for always be there in my sad or happy situation.
10. For all people who helped and gave a struggle in making this thesis, Aulia Rizki Dwi Utari, Diah Nita Azhari, Nur Halima Melati, Wamro Addina, and everyone that can not mentioned. Thanks a lot. The words are not enough to say appreciations for your help and contributions on this thesis. May Allah guide you always and give you happiness in your life.

The writer would be pleasure to accept some criticism and corrections to this thesis because the writer realized that it is not perfect. Hopefully this thesis useful for those who read and experiences in the field of education.

Medan, Oktober 2019

Diah Fadillah Zahara

34.15.1.025

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS.....	v
LIST OF APPENDICES	viii
LIST OF TABLE	ix
CHAPTER I INTRODUCTION.....	1
A. The Background of the Study	1
B. The Identification of the study	4
C. The Limitation of the Study	5
D. The Formulation of the Study	5
E. The Objectives of the Study	5
F. The Significant of the Study.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Theoretical Framework	7
A.1 Writing.....	7
A.2 Task Based Learning	9
A.2.1 The Structural Framework of Task-Based Learning	10
A.2.2 The Advantages and Disadvantages of Task Based Learning.....	12
A.3 Recount Text	13
A.3.1 The Purpose of Recount Text	15
A.3.2 Types of Recount Text	16
A.3.3 The Generic Structure.....	17
A.3.4 The Language Features of Recount Text	18

A.3.5 Example of Recount Text.....	19
B. Related Study	20
C. The Conceptual Framework	23
D. Hypothesis	24
CHAPTER III METHODOLOGY OF THE RESEARCH	25
A. Research Design	25
B. Research Setting and Subject	26
C. The Procedure of Research.....	27
D. Technique of Collecting the Data.....	31
E. Technique of Analyzing the Data.....	33
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	41
A. The Data	41
A.1 Qualitative Data.....	41
A.2 Quantitative Data.....	43
B. Data Analysis	43
B.1 Quantitative Data	43
B.2 Qualitative Data	47
C. Research Finding	51
D. Discussion	52
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	53
A. CONCLUSION	53
B. SUGGESTIONS.....	53
REFERENCES	55
APPENDICES	

LIST OF APPENDICES

APPENDIX	Title
1	LESSON PLAN (CYCLE I)
2	LESSON PLAN (CYCLE II)
3	The instrument of Pre-Test
4	The instrument of Post Test Cycle I
5	The instrument of Post Test Cycle II
6	The Students' Score Before Treatment (Pre-Test)
7	The Students' Score In Post-Test I
8	The Students' Score In Post-Test II
9	The Result of Interview with Teacher (Pre-Test)
10	The Result of Interview with Teacher (Cycle I)
11	The Result of Interview with Teacher (Cycle II)
12	Interview With The Students (Pre Test)
13	Interview With The Students (Post Test)
14	Observation Sheet of Students in Cycle I
15	Observation Sheet of Teacher in Cycle I
16	Observation Sheet of Students in Cycle II
17	Observation Sheet of Teacher in the Cycle II
18	Diary Notes
19	Documentation

LIST OF TABLE

Table	Title	Page
1	Example of Recount Text	19
2	Scoring of Writing Evaluation.....	35
3	The Percentage of the Students' Score in Pre-Test	44
4	The Percentage of the Students' Score in Pos-Test (Cycle I).....	45
5	The Percentage of the Students' Score in Post-Test (Cycle II)..	47

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is the most important part of life because without language we can't communication with other. Language is an instrument to convey the information, it is used to express our feelings, ideas or emotion, purpose, thoughts and opinion in written or oral.

Trough language we can share and transfer knowledge, transmit message from one to another, and from generation to the next generation. In short, almost all of human activities are conducted trough the use of language.

In learning a language, especially in English Second Language (ESL), it takes a serious and not easy steps. Many elements, such as students, educator (teacher) and administrators are getting together to achieve the goals of learning. They must cooperate in the process of achieving it.

Government also gives a hand to accommodate the teaching and learning process to be successful. One way is by changing the curriculum to a new one, namely 2013 curriculum. Based on Permendiknas no 103 in 2014,¹ this curriculum expects learners to be active and creative. It is believed that the process of learning should emphasize more on learners, it is called students centered leaning. By students centered hopefully the students are able to explore

¹ Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia No 58 Tahun 2014 Teantang *Kurikulum 2013 Sekolah Menengah Pertama/ Madrasah Tsanawiyah*. (2014). Jakarta: Depdikbud.

their ability in the four language skills they should master. Teachers do not become the giver knowledge or the controller, even the authority

Language includes four basic skills, they are listening skill, speaking skill, reading skill, and writing skill. Writing is one way of making meaning from experiences for ourselves and for others.

As it is known that writing is very important skill, writing is needed to be taught. Writing is a complex process that involves many skills. Students also have to master some learning concepts such as the rule of constructing paragraph.² There are many kinds of English text. Those are recount, report, discussion, explanation, exposition, narrative, anecdote, procedure, description, and many other anymore.

But in this research just focus on recount text. Recound text is kind of the text that tell us about what happened in series of events in sequence. It has function to tell the readers an event in the past chronologically. It means that recount text retell the event in the past. Every text has the generic structure to make sure the students' understanding about the contain in the text and to make students easy to get the information from the text.

However, there are some problems that are found by the teacher when learning about writing recount text. The first problem is the students try to avoid writing because it needs a long process to create a good writing and it is too complicated. The other problem is students get difficulties in organizing their

² Dillyan Anugrah Joko Saputro, 2013 *Digital Story Telling to Improve Students' Mastery in Writing Narrative*, Journal of English Language Teaching Vol. 2 No 1, p. 2

ideas. In this case the teacher is needed to teach students how to manage their ideas and write them in order so the students produce a good writing.

To make the students more comfortable in learning English especially in writing and not felt bored the teacher need to be creative in preparing the materials. There are so many challenges to facilitating the students that teacher faced in the classroom, teacher should know how to make the students feel comfortable when they start to study. Not just to feel comfortable, the teacher must know how to make the students easier to understand than usually, it is the important part, because it was already an obligation of a teacher. They should chosen efficient and good approaches which are suitable for the condition of their students.

Task based learning is suggested to be an approach in teaching writing recount text because it is supposed to be appropriate with the new curriculum, 2013 curriculum. This approach is students centered, that is the lesson focus on the students. Teacher not doing many things. The teacher just give them some explanation and then the students will do it or search it by themselves. And then they do in groups and after that they explain in front of the class to present their result from their discussion. Teacher just pay attention to them and after that give some explanation to make it clear.

Task-Based Learning (TBL) is typically based on three stages. The first stage is the pre-task (introduction to topic and task). The second is task cycle (task planning report) and language focus (analysis and practice). An important of Task-Based Learning is that the learners are free to choose whatever language

forms they wish to fulfill as well as they get the task goals. So, this approach can facilitate the teaching of writing to the students because task base learning not only helps to the teacher to connect to the materials and also can motivate the students to apply their knowledge.

Furthermore, this approach is hoped to be able to improve the students' ability in writing recount text. Based on the explanation above, the writer is interested in conducting a research with the title "The Implementation of Task Based Learning to Improve Students' Ability At Writing Recount Text for The Eight Grade Students of MTs Laboratorium UIN-SU"

B. The Identification of the study

Based on the background of the study, the problem could be identified as follows :

1. There are many students have difficulties in writing recount text
2. The teachers still use traditional method so the students felt bored in learning recount text

C. The Limitation of the Study

Based on the background of study, the writer limited the study on : Task-Based Learning as an approach in learning recount text and the students' ability at learning recount text

D. The Formulation of the Study

In the relation to the background of the study, the problems in this research can be formulated as follows:

1. Can Task Based Learning improve student's ability at writing recount text ?
2. Is there any improvment of students' ability at writing recount text after Task-Based Learning applied in language teaching ?

E. The Objectives of the Study

Based on the formulation of the study, the objectives of the study as follows:

1. To know whether the task based learning can improved the students ability at writing recount text
2. To know whether there was any improvment of students' ability at writing recount text after Task-Based Learningg appllied .

F. The Significants of the Study

The findings of this study were expected to be useful for :

1. For English Teachers

This is certainly very good for teachers to increase and maximize the potential that lies within the students and can help students in solving their problems. So, the English teacher know how to respond and develop the students' potential, the teacher also can help students to improve students' mistakes or lack.

2. For Students

The students know what is the lack that they faced during the writing of the recount text so that they can improve their deficiencies that they have at writing recount text.

3. For Researcher

So that the researchers can know the developments of the students from the problems that facing them. And can be an evaluation of themselves in the process of teaching and learning in order to be a professional teacher who gives a lot of benefits and can give impression to their students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

In doing research, the terms used must be clear in order to have a clear perspective of the implementation in the field. The terms may function to give a limited concept which is specifically meant order in particular context. In this case, it is very important to list the following terms for the purpose of the research.

A.1 Writing

In producing a writing matter, there is process involved and the process can be effected by the content (subject matter) of the writing, the type of writing, and the medium it is written in. There are four element of the writing process.³

Writing is already and will continue to be an important part of your everyday life. Writing is often the most effective way to communicate. Suppose you read an article in newspaper that makes you feel angry or frustated.⁴

It means that writing is important skill in our life because people like to read something that written.

In holy Al-Qur'an, writing is also important skill should be learned and there is verse that state the existence of writing that be stated in Al-Qur'an that is surah Al-Qalam:1

³ Jeremy Harmer, 2004, *How to Teach Writing*, England: Longman, p.4

⁴ Upper Saddle River, et.al, 2001, *Writing and Grammar Communication in Action (Platinum Level)*, United States of America: Prentice Hall, p.3

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

The meaning: “*Nuun. By the Pen and the (Record) which (men) write.*” (Al-Qalam:1)

Based on the those verses, Allah SWT explained that He taught human being by pen (qalam). Discovery of pen and writing are the greatest gift from God. By writing, one generation can transfer their knowledge to the next generations. It shows that the tool of writing itself have important roles.

One of the hadiths about writing, Abu Hurairah Radhiallahu 'anhu said,

مَا مِنْ أَصْحَابِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَحَدٌ أَكْثَرَ حَدِيثًا عَنْهُ مِنِّي، إِلَّا مَا كَانَ مِنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو، فَإِنَّهُ كَانَ يَكْتُبُ وَلَا أَكْتُبُ

The meaning “No one from a the Prophet sallallaahu 'alaihi wa sallam”s friends the most (narrated) hadith from him (sallallaahu' alaihi wa sallam) besides me, except from Abdullah bin Amr, because he wrote first while I do not write. (HR. Al- Bukhari no. 113).

Asy-Sy'bi Rahimahullah said,

إِذَا سَمِعْتَ شَيْئًا فَاكْتُبْهُ وَلَوْ فِي الْحَائِطِ

The meaning : “ If you hear something (from the) then wrote it, although on the wall.”(HR. Abu Khaitamah in knowledge no 146)⁵

From serve above, we can conclude that the people should to study to looking for the knowledge. Pen is not creature, but it can be written by the pen are

⁵ <https://www.atsar.id/2017/03/menulis-mencatat-ilmu-adalah-sunnah-nabi.html> access on September 27 2019

many things that can be understood by human. Allah Teach human write something by using pen. After they using pen well, so Allah would like to give many knowledge and one of that is writing. And from the hadiths above, it is important to write knowledge because by writing, we can review and remember the knowledge and we can also apply it in our daily life.

A.2 Task Based Learning

Task is an activity or action which is carried out as the result of processing or understanding language.⁶

In order word, task is something to improve the ability and be better after knowing the result of the task has done. Task are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome.

Task based learning is a different way to teach languages. It can help the student by placing her in a situation like in the real world where oral communication is essential for doing a specific task.⁷

At the center of task based learning is the task itself. The underlying principle as that doing the task is the objective of the lesson. For example, the teacher may want the students to write their own story in English (task based learning is as much to do with reading and writing as with speaking and listening), so that us the task. Task Based Learning not just about getting learners

⁶ David Nunan, 1989, *Designing Task for the Communicative Classroom*, New York : Cambridge Unites Press, p.6

⁷ Lifelong learning program, *Task Based Learning*, Europe: Pools-m., p.3

to do one task and then another. Is that was the case learners would probably become quite expert at doing task and resourceful with their language.

Task-Based Learning (TBL) refers to language acquisition through solving a problem or doing a task without concentrating on language features. In a Task-Based Learning, learners are presented with a task or problem to solve and do not concentrate on language features during performance. Language analysis is incorporated after learners have performed a task. Task based learning makes an important distinction between target tasks, which students must accomplish beyond the classroom, and pedagogical task which form the nucleus of the classroom activity.

And in feature of task-based learning that learners are free to choose whatever language forms they wish convey what they mean, in order fulfill as well as they cab the task goal. Language is the vehicles for attaining tasks goal, but emphasis is on meaning and communication, not on producing language forms correctly.⁸

A.2.1 The Structural Framework of Task-Based Learning

Jane Willis suggested three basic stages : the Pre-task, the Task cycle and the Language focus :⁹

⁸ Jeremy Harmer, 2003, *The Practice of English Language Teaching*, Cambridge :Longman, p.87

⁹ Jane Willis, 1996, *A Framework for Task-Based Learning*, England : Longman, p.23

1. Pre Task

In the pre task, the teacher raise consciousness about the topic with the class and helping the students to understand about the task instruction. The teacher can use pictures, poster, demonstration or may hear a recording of other people doing the same task when introduction the topic.

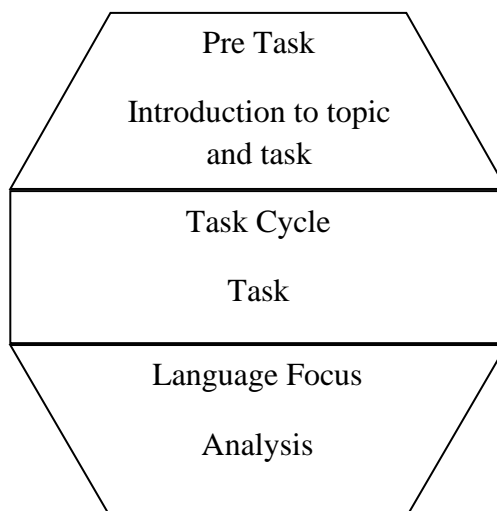
2. Task Cycle

The task cycle offers learners the chance to use whatever language they already know in order to carry out the task, and then to improve the language, under teacher guidance, while planning their reports of the task. In the task stage the students complete the task in pairs and or small groups while the teacher monitors from a distance. Then the teacher helps to correct the completed tasks in oral or written form. One of the pairs performs their discussion in front of the class.

3. Language Focus

Language focus stage the students examine and discuss spesific features of any listening or reading text whic they have looked at for the task or the teacher may conduct some from of practice of spesific language features which the task has provoked.

Component of the Task-Based Learning



The Willis Task-Based Learning Framework¹⁰

A.2.2 The Advantages and Disadvantages of Task Based Learning

1. The advantages of Task Based Learning

- 1) Task based learning gives language learners opportunity to learn vocabulary. Usually the teachers explain vocabulary in a pre-task and learners are not involved, words taught that way are easily forgotten so it is beneficial for the students if the teacher thinks of creative ways to involve students in the pre-task.
- 2) Task based learning helps learners to interact spontaneously: Learners are free to use whatever vocabulary and grammar they know. For instance a role play requires the learner to use language

¹⁰ Jane Willis, op. cit. p.38

freely. It gives learners chance to try out what ever language they already know and it also gives learners a chance to notice and benefit from others expressions and thereby builds their level of confidence gradually.

- 3) Automaticity: Automaticity for language learning is defined as a more efficient, more accurate and more stable performance.¹¹
- 4) Task based learning can create the situation of the class alive. The students are involved in the teaching learning process since the material given has created as interested as well.

2. The disadvantages of Task Based Learning

- 1) Task based learning cannot always be acting as a controller if we want students to manipulate.
- 2) Other claims that the students are only exposed to certain forms of language, and are being neglected of others, such as discussion or debate.¹²

A.3 Recount Text

Recounts are the simplest text type in the genres. Recount text basically it is written out to make a report aboutan experience of a series of related event. A

¹¹ Grace Tonia, 2013, *The Strengths and Weaknesses of Task Based Learning (TBL) Approach*, Andhra: Andhra University ,p.2763

¹² Jeremy Harmer, op.cit p. 87-88

recount is written out to inform an event or to entertain people.¹³ A text is passage of discourse which is coherent in these two regards: it is coherent with respect to the context of situation and therefore consistent in register; and it is coherent with respect to itself, and therefore cohesive.¹⁴

Recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. There for the experience of the readers themselves, such as their adventure and their day's activities.¹⁵

In orther words recount text is told us about something happend in our life. It might about something that make us exciting in last week or last year. It is retell us about our past event. The purpose of a recount text is to give the audience a description of what occurred and when it occurred.

Recount text is a text which retells events or experience in the past, the social function is to retell events for the purpose of informing and entertaining.¹⁶ In simple word, recount text is a genre which is made in order to inform about activities in the past

Recount is typically tells entertain by dealing with a sequence of events that establishes a relationship between writer/reader and speaker/listener. Recount is a

¹³ Peter Knapp, 2005, *Genre, Texts, Grammar: Technologies for Teaching and Assessing Writing*. Sydney: University Of New South Wales Press, p. 224

¹⁴ J.R. Martin, 1992, *English Text: System and Structure*. Library of Congress Cataloging-in-Publication Data, USA, p.381

¹⁵ Mark Anderson, and Anderson, Kathy, 1997, *Text Type in English 1*, Australia: Macmillan. P. 48

¹⁶ Pardiyono, 2007, *Pasti Bisa! Writing Clues For Better Writing Competence*, Yogyakarta: ANDI, p. 164

kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence.¹⁷

From some definitions above, we can conclude that recount text is a way to retelling the past events or describing an experience in the chronological order. Because of this text retell something that happened in the past, that tense that used in this text is past tense. Then, language used and sequence are important part in writing recount for the writer in order to avoid misunderstanding between the writer and the reader.

A.3.1 The Purpose of Recount Text

The purpose of recount is to reconstruct past experiences by retelling events in original sequence. The other purpose of recount text is to tell or amuse the reader or audience. It is in line with Artono Wrdiman in his book *English in Focus* who stated that the social function of recount text is to give the audience a description of what occurred and when it occurred and to retell events for the purpose of informing and entertaining.¹⁸

From that purpose, means that recount is not only retell that past activities that happened, but to inform the reader about some information that happened. For example, retell that fact about disaster that happened like in the newspaper or

¹⁷ Ken Hyland, 2004, *Genre and Second Language Writing*, USA: The University of Michigan Press, p.24

¹⁸ ArtonoWardiman, et al, 2008,, *English in Focus for Grade VII Junior High School (SMPT/MTs)*, Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, p. 124

magazine. Then the purpose of recount text also to entertain means that the recount text expected to amuse the reader about the text thought has written.

Utami Widiyati also supported that the social function of recount text retells events for the purpose of informing and entertaining.¹⁹ Sometimes in recount text retell about our funny experiences, it function to entertain the reader. Recount text begins by telling the reader who was involved, what happened, where this even took place and when it happened.

A.3.2 Types of Recount Text

Based on the purpose of recount text, there are several types of recount text: personal recount, factual recount, and imaginative recount.

1. Personal Recount

Personal recount is retelling an event that the writer has experienced before by his or herself. The purposes of personal recount are to inform, entertain the audience, or both. The examples of this personal recount are: diary, personal letter, and biography or autobiography.

2. Factual Recount

Factual recount records the details of an event by reconstructing some factual information. The purpose of factual recount is to inform the factual information or events. The examples of this factual recount are: traffic report, a

¹⁹ Widiyati Utami, 2008, *Contextual and Teaching Learning Bahasa Inggris Kelas VII*, Jakarta: Pusat Perbukuan Nasional, p. 29

science experiment, police report of an accident, new story, news report, speech, and historical events.

3. Imaginative Recount

Imaginative recount which retells imaginative story that the events of story do not occur in the real life. It also has an imaginary role and creates imaginary details by applying factual knowledge in order to interpret and recount event. The imaginative recount is usually made for the purpose of educating, for example textbooks.²⁰

A.3.3 The Generic Structure

Recount text has several elements, one of which is the generic structure. In making the recount text should match the existing generic structure, because this is an early grounding in making text recount. According to Derewianka as stated by Miranti in the paper research Syaiful Azhar, generic structure of recount text is as follow:²¹

1. Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and through, use the words (who, what, when, where, and why). The writer or speaker needs to give information about what happened, who or what was

²⁰ M. Sudarwati, 2014, *Pathway To English for Senior High School and MA Grade X*, Jakarta: Erlangga, p. 199

²¹ Syaiful Azhar, 2015, *Analysis Generic Structure Of Recount Text*, Salatiga: Paper Research, p.27

involved, when and where the events occurred and why. An awareness of audience and purpose will assist the author in selecting the amount of detailed needed.

2. Series of events

In series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depend on the creativity of the writer. Events should be selected carefully to add to the audience's understanding of the topic. Students should be prepared to discard events and details that are unimportant or uninteresting.

3. Re-orientation

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next.

A.3.4 The Language Feature of Recount

Language features also can use for identifying what kind of the text is. There are language features which must be used in recount text :

1. Proper noun to identifying those involved in the text.
2. Descriptive words to give details about who, what, when, where, how.

The descriptive words are usually use adjective that used to describe the noun or personal attitude, like: happy, wonderful curious, fun, etc.

3. The use of the past tense to retell someone experience and of course it used simple past tense, past continuous tense, past perfect tense and past perfect continuous tense.
4. Words that show the order events. Words showing order, namely:
 - 1) First (second, third)
 - 2) When
 - 3) Then
 - 4) At this point
 - 5) At this time, etc.

A.3.5 The Example of Recount Text

My Holiday In Aceh

Table 1 Example of Recount Text

Orientation	Last year, I went to Aceh. I spent my holiday there to met my friend. I went to Aceh by bus. The bus schedule from Medan was at 08.00 AM and arrived in Aceh at 12.00 AM
Events	In the first day, we went to Baiturrahman mosque because we want to prayed. The mosque was big and beautiful. It is so made me amazed because the view was really amazing. In the second day, we went to Sabang beach, we were swimming and snorkeling. There were many fish that I never seen before. The water was clean. There were many foreign. We bought something from there, there were

	clothes and some souvenirs.
Re-orientation	My holiday in Aceh was only two days because I might go to another cities. But It was a very interesting holiday because I can see beautiful view.

B. Related Study

1. Sariannur, (2017) “The Effect of using Task Based Learning (TBL) Method on student’s achievement in Reading Comprehension at Madrasah Aliyah Negeri 1 Natal”

The objective of this study is to investigate the effect of TBL method on the students’ achievement in reading comprehension. This research is an experimental which was conducted at Madrasah Aliyah Negeri 1 Natal Kec.Natal, Mandailing Natal, Sumatera Utara, Indonesia. Academic year 2016/2017. The population of this research was the first grade which distributed into three classes with total 106 students. By using cluster random sampling technique two classes were taken as sample. X- MIA 1 as experimental group consisted of 37 students and X-MIA II for control group consisted 36 students. The instruments for collecting data in this research was written test in form multiple choice test, consist of 20 questions. Pre-test and post-test were conducted in both, experimental and control group. The finding showed that the students who taught by using TBL method got higher score than those who taught by using conventional method. The result showed that there was significant effect of using TBL method on the students’ achievement in reading comprehension which was proven for the result of

analysis, was higher than ($4.13 > 2.00$) at $\alpha 0,05$, and df 71. It means the hypothesis alternative was accepted.²²

2. Pera Handayani (2017) “Improving the students’ ability in writing descriptive paragraph by using task -based learning (TBL) approach at the tenth grade of MAS PAB 1 Sampali Medan in the academic year 2016/2017”

This research has a purpose to improve the students’ ability in writing descriptive paragraph by using Task-Based Learning (TBL) approach at the tenth grade of MAS PAB 1 Sampali Medan in academic year 2016/2017. The subject of this research consists of 37 students of X (tenth). This research applied by classroom action research. The technique of analyzing data of this study was applied by using qualitative and quantitative data. The qualitative data were taken from observation sheet, diary note, questionnaire, and documentation. The quantitative data were taken from the writing test. The result of this research showed that there was improving of students’ ability in writing. Most of the students achieved a good score at the end of every cycle. The passing grade of English lesson was 75. The result of the data analysis that the mean of the first cycle was 72.21. The mean of the second cycle was 79.45. The percentage of the students who got point up 75 also grew up. In the pre-test there is one student who got up 75 (2.70%). In the post-test of cycle I, students who got up 75 there were 16 of 37 students (43.24%). In the post-test of cycle II, students who got up 75

²² Sariannur, 2017, *The Effect of using Task Based Learning (TBL) Method on student’s achievement in Reading Comprehension at Madrasah Aliyah Negeri 1 Natal*, Medan : Faculty of Tarbiyah and Teachers’ Training Islamic State University of North Sumatera

there were 30 of 37 students (81.08%). It indicated that the application of Task-Based Learning Approach was effective as it could improve students' ability in writing descriptive paragraph. So, the hypothesis said "The students' ability in writing can be improved by using Task-Based Learning approach" is accepted.²³

3. Rahma Wati (2018) "Improving the Students' English Writing of Descriptive Text Through Task-Based Language Teaching."

The aim of this research is to describe the task-based learning language teaching can improve students' English writing of descriptive text of seventh students at MTs EX PGA Medan. The method applied in this research was the quantitative and qualitative approach with the Classroom Action Research. The population of this study was the students of MTS EX PGA Medan. The qualitative data was taken from the test. The result of the data analyzing showed that there was an improving on the students writing descriptive text through task based language teaching from each cycle . it was showed from mean of pre test was 51,31 and the mean of the students' score for post test I was 71,86 and the mean of the students' score for post test II was 75,33. And based on interview, observation sheet, diary notes result and documentation showed that the students' responses at writing descriptive text trough task based language teaching was

²³ Pera Handayani, 2017, *Improving the Students' Ability in Writing Descriptive Paragraph by Using Task -Based Learning (TBL) Approach at The Tenth Grade of MAS PAB 1 Sampali Medan in The academic year 2016/2017*, Medan : Faculty of Tarbiyah and Teachers' Training Islamic State University of North Sumatera

good. It was found that teaching writing descriptive text through task based language teaching could improve the students' ability.²⁴

C. The Conceptual Framework

Writing is one of the important skill besides reading, speaking and listening. Writing is one of the components in linguistics which expressed through written language using form, besides in oral language form. The goal of writing is to produce and reproduce written message.

There are many kinds of text, one of them is recount text. Recount text is a text which retail events or experiences in the past. Its purpose is either to inform or to entertain the audience. With wrote recount text, students to be more creative In poured their experiences to tell through writing. But, there are many challenges in writing, especially the lack of the students' wrote interest because need a long process and have to think of the words that appropriated. This make the students feel bored and not interesting in writing.

There are so many challenges to facilitating the students that teacher faced in the classroom, teacher should know how to make the students feel comfortable when they start to study. Not just to feel comfortable, the teacher must know how to make the students easier to understand than usually, it is the must part, because it was already an obligation of a teacher.

²⁴ Rahma Wati, 2018, *Improving the Students' English Writing of Descriptive Text Through Task-Based Language Teaching*, Medan : Faculty of Tarbiyah and Teachers Training Islamic State University of North Sumatera

They should choose efficient and good approaches which are suitable for the condition of their students. This approach, called Task-based Learning, Task-based learning was aimed to explore the target language used by students. They should speak in the target language when the task-based language is implemented in the classroom. Task-Based Learning can improve the students' ability and can change the classroom condition so it can make students more enjoy and fun.

D. Hypothesis

Based on the framework above, the hypothesis of this research is that the student's ability at writing recount text can be improved by task-based learning

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research method is design in a Classroom Action Research. Classroom action research is useful for the teacher to improving the process and the quality of learning in the class.

Classroom Action Research is a method of finding out what works best in a classroom so that the teacher can improve students' learning.²⁵ By using steps in classroom action research, teacher can find the problem solving in their class and the problem solving.²⁶ With Classroom Action Research the teacher can find the problem in the class in accordance with the planning that have been made and base on the real situation that will be faced in the class.

Anne Burns stated that there were some common features which can be considered to characterise action research:

1. Action research is contextual, small scale, and localised. It identifies and investigates problem within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and improvement to practice.

²⁵ Siti Khasinah, *Classroom Action Research*, Journal Pionir, Vol. 1, No. 1, 2013, p. 113

²⁶ Kunandar, 2008, *Penelitian Tindakan Kelas*, Jakarta: Rajawali Pers, p. 41

3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners, and researchers.
4. Changes the practice are based on the collection of information or data which provides the imperus for change²⁷

This research occurred in a classroom involving four steps, namely: planning, action, observation, and reflection. These four steps involve in one cycle. There was no limitation of applying cycle in this research.²⁸

B. Research Setting and Subject

This research conducted at MTs Laboratorium UIN-SU it located on Jln. Williem Iskandar Pasar V Medan Estate 20371. This location was chosen because the researcher found the problem. The researcher found that the students have low ability in writing and also the students bored while learning teaching process because they were too noisy when the teacher started the lesson.

The subject of this research were taken only from one class, they were the students in eight grade class. The total numbers of the eight grade students in this class were 35 students.

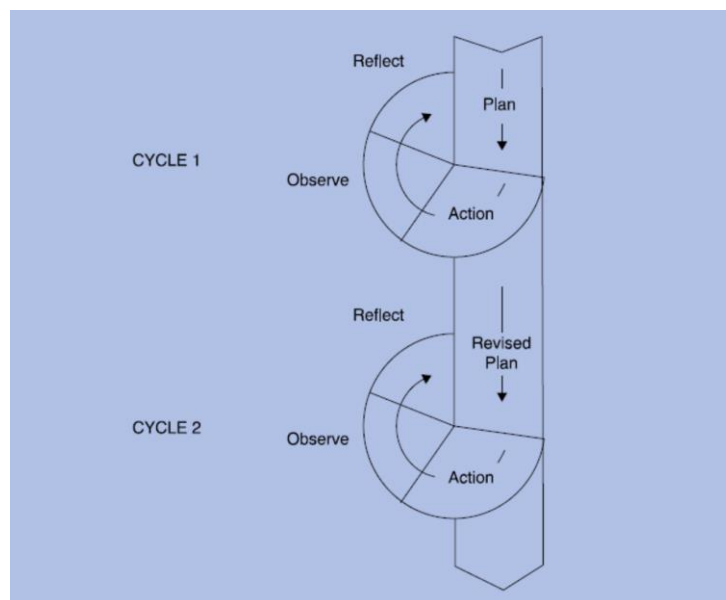
²⁷ Anne Burns, 1999, *Collaborative Action Research for English Language Teachers*, Cambridge: Cambridge University Press, p. 21.

²⁸ CandraWijaya, Syahrums, 2013, *Penelitian Tindakan Kelas*, Medan: CitaPustaka Media Perintis, 2013, p. 46-47

C. The Procedure of Research

According to Kemmis and McTaggart, who are major authors in this field, in Anne Burns' book stated that action research typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.²⁹ It means that if the result in cycle 1 failed, the researcher should continued the research by going to the next cycles until the aim of implementing strategy achieved but should rearranged the lesson plan, media and etc.

Procedures of data collection are administrated in one cycle. It consists four divisions: Planning, Acting, Observing, and Reflecting³⁰



The procedure of classroom action research model on Kemmis and Mc Taggart (1998)

²⁹ Anne Burns, op.cit, p.7

³⁰ Anne Burns, op.cit, p.8

1. First Cycle

In the first cycle, the students' ability in writing recount text was measured and their problem in writing recount text was analyzed. The students' attitude toward writing was seen.

1) Planning

Planning was done to arrange everything that was needed in action that was presented in front of the class, such as getting writing evaluation 1 that was used to know the students' basic knowledge in writing recount text before doing cycle 1. And then the researcher must know the material so the researcher can make the lesson plan. After that preparing the material, preparing the media that may be used. Then, preparing the instruments for collecting data: diary notes, observation sheet, questionnaire sheet and interview sheet that will be used to know the students' reaction as a whole, and also to saw the development that existed since applying Task-Based Learning approach. And the last was determining the collaborator who helped the writer to do research, to analyzed the weakness in learning process

2) Action

Action means the process of activity that will be done. Action was the implementation of planning. In this phase, researcher applied the planning and inform the students about what is Task-Based Learning and how it applied during learning process.

All actions in this phase had to be noted clearly. In the end of learning process, researcher gave some open questions about given material that had been taught. The result of this test was used as reflection in next cycle.

3) Observation

Observation was aimed to finding out the information of action that was used to be evaluated and the basic of reflection. In this phrase, the observed the situations or conditions that happen during the process of teaching and learning, the attitudes of the students while doing their work in groups, the contribution of all students whether they are active or not, and their attitudes in doing the writing evaluation. The result if observation was noted in observation sheet.

Questionnaire was also used to know some factors that happened out of class that affected students' ability in writing recount text. Students' answered some questions related to their feeling, problem and other condition out of class. It was necessary to know how great effect of this things on students' ability in writing recount text.

4) Reflection

Reflection is to reflect or evaluation from three phases before. It's necessary to help writer to make decision for what to do or revise. Based on the result of the observation, the problem that existed, the causes of the problem was analyzed.

2. Second Cycle

Based on the result of the cycle 1, the researcher needed to do cycle 2. It can be seen from the students' score that was still low in the cycle 1. In this cycle, the

researcher rearranged the new lesson plan, media, and so on as a response to the first cycle.

The researcher would try to narrow weakness and strength that found in cycle 1. And then do the same thing in cycle 1 but the researcher must know the mistakes so the students have the improvement

1) Planning

In this cycle, the researcher must know the students' weakness and strength from cycle 1. And then planning again and preparing the material, preparing the media that may be used. Then, preparing the instruments for collecting data questionnaire sheet and interview sheet that will be used to know the students' reaction and improvement from cycle 1. And also to see the development that existed since applying Task-Based Learning approach.

2) Action

In this stage, the researcher applied the material or the planning that has been rearranged before. The researcher must detailed explained the material because in cycle 2 the students should have the improvement. All actions in this phase had to be noted clearly. In the end of learning process, researcher gave some open questions about given material that had been taught.

3) Observation

Observation is doing to recording the process during teaching and learning process. This step was the implementation of the action plans made after the

researcher got the data from the previous steps. There would be an observation after doing the action to know the effects of the actions done in the classroom.

The researcher observed the situations or conditions that happen during the process of teaching and learning, the attitudes of the students while doing their work in groups, the contribution of all students whether they are active or not, and their attitudes in doing the writing evaluation. The result if observation was noted in observation sheet. And the questionnaire needed to know the students' answered how great the approach and their improvement when task-based learning was implemented.

4) Reflection

Reflection is to reflect or evaluation from three phases before. It's necessary to help writer to make decision from the result of Cycle 1 and Cycle 2. The results of the identification from the actions were determined as successful or unsuccessful ones.

D. Technique of Collecting the Data

In this study, the data were collected by qualitative and quantitative approach. Qualitative is generally used to describe data that are not receivable being counted and measured in an objective way, therefore, subjective. The qualitative data describes the situation and condition during teaching learning process. While quantitative is to describe what can be counted or measured and can be considered in objective way.

In collecting Qualitative data, the researcher chosen using such as:

1. Diary Notes

Diary notes were used to write about students' activity in the class and diary notes was conducted to get information about students' responses during teaching learning process and the students' development during the research. The researcher can write the diary notes when she was at home because it needs to avoid the forgettable.

2. Observation Sheet

Observation sheet used to know the situation of the students, the situation of learning teaching process, students' activities, students' problem, behavior, and the conditions of the class at the location of research.

3. Interview

Interview was conducted to get information about students' ability in writing text correctly before giving treatment. So, interview was only conducted in analyzing situation. The English teacher and some students had been interviewed.

4. Documentation

Documentations were taken as instrument of data to analyzed about the students achievement, activity, behavior, and expression during teaching and

learning process in the classroom. It was include students' attendance list, and documentation.

The technique for collecting the quantitative data was by administering writing based on the evaluation of the components of test, such as: content, punctuation, vocabulary, language use, and grammar. First, students were asked to worked in group and made own imaginations out of the teacher's example. In the last meeting they were asked to work individually and made their private thought. Then, they elaborate a Recount text lightly. Writing test was used to know the students' ability in writing. The students were asked to write the text and then it was checked by teacher, they may read their assignments in front of the class

E. Technique of Analyzing the Data

This research will be applied qualitative and quantitative data. Qualitative data was analyzed from the diary notes, observation sheet, and interview. It's analyzed descriptively paragraph to describe the improvement of students' ability in writing recount text by applying Task-Based Learning approach.

The quantitative data is analyzed by computing the score of writing test. There are five components in scoring writing test such as content, organization, language use, vocabulary and mechanical skill³¹

³¹ J.B Heaton, 1988, *Writing English Language Test*, Longman, New York, P. 146

1. Content

Content of writing covers clear main idea, detailed and all materials are relevant to main idea.

2. Organization

A writer is expected to demonstrate an understanding of how texts are structured as a whole piece of writing. It included understanding that each paragraph contains a topic sentence and that all other sentence in the paragraph related to the sentences.

3. Vocabulary

The writer chooses and uses words appropriately to make a good text and to make the writing will not be considered ambiguous. Absolutely the choice of words, phrase, and idiom should be effective.

4. Language use

The writer should concern to the rules of grammatical structure such as tenses, part of speech, subject verb agreement, and sentence construction.

5. Mechanics

In mechanics, the writer concern with the technical rules of writing includes the right punctuation spelling and grammar.

Table 2 Scoring of Writing Evaluation

Component	Criteria	Score
1. Content The score of content depend on the students' ability to write ideas, information in the form of logical sentence.	Excellent to Very Good Clear main idea through the development of main idea, detailed and substantive all of the material relevant to main idea. .	30 – 27
	Good to Average Some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail.	26 - 22
	Fair to Poor Limited knowledge of the subject, little substantive inadequate development topic.	21 – 17
	Very Poor Does not show knowledge of subject – not substance – not pertinent – or not enough to evaluate	16 – 13

<p>2. Organization</p> <p>The organization refers to the students' ability to write the ideas, information in good logical order. The topic and supporting sentence are clearly stated</p>	<p>Excellent to Very Good</p> <p>Fluent expression – ideas clearly stated/supported – succinct – well – organized – logical – sequencing – cohesive.</p>	<p>20 - 18</p>
	<p>Good to Average</p> <p>Somewhat copy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.</p>	<p>17 – 14</p>
	<p>Fair to Poor</p> <p>Non fluent – ideas confused or disconnect – lacks logical sequencing and development.</p>	<p>13 – 10</p>
	<p>Very Poor</p> <p>No paragraphing or organization to enough to evaluate.</p>	<p>9- 7</p>
<p>3. Vocabulary</p> <p>Vocabulary refers to the</p>	<p>Excellent to Very Good</p> <p>Sophisticated range – effective word/idiom form, choice, usage but <i>meaning not obscured</i></p>	<p>20 – 18</p>
	<p>Good to Average</p> <p>Adequater range, occasional errors</p>	<p>17 – 14</p>

<p>students' ability in using word or idiom to express logically. It also refers to the ability to use the synonym and antonym</p>	<p>of word or idiom form choice and usage but <i>Meaning and obscured</i></p>	
	<p>Fair to Poor</p> <p>Limited range – frequent errors of word/idiom form, choice, usage – <i>Meaning confused or obscured.</i></p>	<p>13 – 10</p>
	<p>Very Poor</p> <p>Essentially translation – little knowledge of English vocabulary, idioms, word form – or not enough to evaluate.</p>	<p>9 – 7</p>
<p>4. Language use</p> <p>Language use refers to the students' ability in writing the simple complex, or compound sentences correctly and logically. It also refers to the ability to use agreement in the sentences and some other words such as nouns,</p>	<p>Excellent to Very Good</p> <p>Effective complex constructions – few errors of agreement, tense, number word order/function, articles, pronouns, preposition.</p>	<p>25 - 22</p>
	<p>Good to Average</p> <p>Effective but simple construction – minor problems in complex construction – several errors in agreement, tense, word order/function,</p>	<p>21 -18</p>

adjectives, verbs and the time signal.	articles, pronouns, propositions but meaning seldom obscured.	
	<p>Fair to Poor</p> <p>Major problems in simple/complex construction – frequent error of negations, agreement, tense, word order/function, articles, pronoun, prepositions, and/or fragments, meaning – confused or obscured.</p>	17 – 11
	<p>Very Poor</p> <p>Virtually no mastery of sentence construction rules dominated by errors – does not communicate – or not enough to evaluate.</p>	10 – 5
<p>5. Mechanics</p> <p>Mechanics refers to the students' ability in using word appropriately, using function correctly, paragraph and text can be read correctly</p>	<p>Excellent to Very Good</p> <p>Demonstrate mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing.</p>	5
	<p>Good to Average</p> <p>Occasional errors or spelling,</p>	4

	punctuation, capitalization, paragraphing but meaning confused not obscured.	
	Fair to Poor Frequent errors of spelling, punctuation, capitalization, paragraphing – poor handwriting – meaning confused or obscured.	3
	Very Poor No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – or not enough to evaluate.	2

The mean of the students' score for each cycles was obtained using the application of the following formula:

$$M = \frac{\Sigma \times}{N}$$

Where:

M = the mean of the students score

Σx = total score

N = the number of students

Next, to categorize the number of the students to were competent in writes recount text, the researcher applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P= The percentage of those who got the point up to 75

R = The number of those who got point up to 75

T = The total number of the students.³²

³² Wahyuna S . dan Syahrums, 2014, *Statistik Pendidikan*, Medan : diktat, P.44

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. The Data

The data of this research consisted of two kind: they were quantitative data (writing evaluation result) and qualitative data (diary notes, observation sheet and interview) which had been gathered within two cycles. Every cycle consisted of four of action research (planning, action, observation, and reflection). Each cycle was conducted for two meeting. So, there were four meetings for this research. The data were taken only from one class. The class was VIII grades in MTs Laboratorium UINSU which consisted of 30 students.

A.1 Qualitative data

The qualitative data were taken from diary notes, observation sheet, and interview that were gained within two cycles.

1. Observation Sheet

Observation sheet was used to measure the level of the students activities during teaching learning process. The observation was focused on situation of teaching learning process by using Task Based Learning (TBL) in writing a recount text. During the ovservation , from the observation sheet, the researcher found that some of the students active during teaching learning process, the situation of the class was good enough some students was paid attention to the explanation and instruction but some of them doesn't. However in the first

meeting they were confused when the researcher asked them to write the recount text, but after that they doing their best to write.

2. Interview Sheet

. The interview was done to the students and the teacher before conducting the cycle and after using task based learning in writing. The first interview to the teacher about the learning process in the class especially in writing, the teacher said that they had done learning about recount text, the students have known about recount text, but some of them were confused to express their idea and they don't know many vocabulary.

The researcher also interviewed the students about their difficulties in writing recount , the students said that they was confused to express their ideas in writing and limited vocabulary so they cannot build up their sentences into paragraphs.

The second interview was done after using task based learning in teaching writing a descriptive text to the English teacher, the teacher said that the students more active and serious in teaching learning process and their ability also increased from the students interviewed they were easy to write recount text and enjoyed the learning process.

3. Diary Notes

From the diary notes, it was found that the students were active and interested in learning process after using task based learning in writing recount text. However, some of the students were not interested in writing they still made

a noise in learning process and some students who did not pay attention to the lesson. But in this research, students showed a good improvement in writing recount text. It can be seen that the students got good score than before.

4. Documentation

Documentation was taken during teaching learning process in cycle I and cycle II. From the documentation, it was found that the students were active and enthusiastic during teaching and learning process. It can be seen in Appendix.

A.2 Quantitative Data

The quantitative data were taken from the test result of writing recount text evaluation which is carried out into two cycles. It was given to the students in every cycle. The following table was the result of the students score. (**Appendix 6-8**)

B. Data Analysis

B.1 Quantitative Data

The researcher gave a test to the students in the end of each cycle. It was found that the mean of the students' score was kept improving from pre-test until post test of the second cycles. In the pre test result, the total score of the students was 1562 and the number of students who took the test was 30, so the mean of the students was :

$$M = \frac{\sum x}{N}$$

$$M = \frac{1534}{30} = 51,13$$

From the analysis above, the students' ability in writing recount text was low. The mean of the students was 51,13. The number of students who were pass in writing recount text was calculated by applying the following formula :

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{7}{30} \times 100 \% = 23 \% \text{ and}$$

$$P_2 = \frac{23}{30} \times 100\% = 77 \%$$

Table 3. The Percentage of the students' Score in Pre-Test

	Criteria	Total Students	Percentage
P ₁	Success	7	23 %
P ₂	Unsuccessful	23	77%
Total		30	100%

From the table analysis, the students' ability in writing recount text was low. It can be seen from the mean of students was 52,1. The percentage of students' score was 7 students got success score up to 75 it was only 23 %. On the other hand, 23 students got unsuccess score up to 75 it was 77%. It can be

classified the students' ability in writing recount text were low when doing action research in pre-test.

So, post test continued in the first cycle. In the post test of the first cycle, the total score of the students was 1534 and the number of students who took the test was 30, so the mean of the students was :

$$M = \frac{\sum x}{N}$$

$$M = \frac{1867}{30} = 62,23$$

From the analysis above, the mean of the students was 62,23. The number of students who were pass in writing recount text was calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{13}{30} \times 100\% = 43\% \text{ and}$$

$$P_2 = \frac{17}{30} \times 100\% = 57\%$$

Table 4. The Percentage of the students' Score in Post-Test (Cycle I)

	Criteria	Total Students	Percentage
P ₁	Success	13	43%
P ₂	Unsuccessful	17	57%
Total		30	100%

From the table analysis, the students' ability in writing recount text was low. It can be seen from the mean of students was 61,87. The percentage of students' score was 13 students got success score up to 75 it was only 43%. On the other hand, 17 students got unsuccessful score up to 75 it was 57%. It can be concluded that the students' ability in writing recount text was still low. So, post test of the first cycle was categorized unsuccessful.

The second cycle will be conducted by the researcher. In the post test of the second cycle, the total score of the students was 1867 and the number of students who took the test was 30. So, the mean of the students was:

$$M = \frac{\sum x}{N}$$

$$M = \frac{2307}{30} = 76,9$$

From the analysis above, the students' ability in writing recount text was improved. It can be seen from the mean of the students was 76,9. The number of students who were competent in writing descriptive text was calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{24}{30} \times 100\% = 80\%$$

$$P_2 = \frac{6}{30} \times 100\% = 20 \%$$

Table 5 .The Percentage of the students' Score in Post-Test (Cycle II)

	Criteria	Total Students	Percentage
P ₁	Success	24	80 %
P ₂	Unsuccessful	6	20 %
Total		30	100 %

From the table analysis, the students' ability in writing recount text was improved. It can be seen from the mean of the students was 76,9. The percentage of students' score was 24 students got success score up to 75 it was 80%. In the other hand, just 6 students got unsuccessful score up to 75 it was 20 %. It can be concluded that the students' ability in writing recount text was improved. So, post test of the second cycle was categorized success.

B.2 Qualitative Data

The researcher was conducted in two cycles and each cycle consisted of two meetings.

1. First Cycle

Planning

In this stage the researcher had prepared all of the materials about the recount text. That was used in the learning process, such as: (1) preparing observation guide, (2) interview guide, (3) conducting the test, (4) preparing the

material that was used (board marker, eraser, relevant text, and etc), and (5) preparing the camera to took the photograph.

There were some points that had been done by the researcher, all the points were put in the lesson plan, they were: competency standard, basic competences, indicator, the objectives of learning, prepared the text in subject matter, learning method, steps of learning activities, learning sources, assessment.

Action

In this step, there were some activities that had been done by the researcher, they were (1) The researcher asked the students to make a group, every group consisted of 4 until 5 persons. (2) The researcher asked the students to make a text about recount text based on their group. (3) After their finished, one person from their group must told their result in from of the class. (4) Before learning process ended, the researcher asked them to write recount text based on the instruction.

Observing

In observing, the researcher wrote every action and question from the students. The students' respond and behavior while learning was written by using diary note and observation sheet.

The atmosphere of the class was little bit noisy because some of them asked to their another friend. But, they still can controlled their voice when the researcher asked them to silent and after that the atmosphere of the class become quite.

Reflection

The researcher evaluated the teaching learning process in the end of meeting of first cycle. Researcher asked the students about their difficulties and problem in understanding the lesson. The evaluation of two meeting became the reflection to the researcher in making cycle two. Cycle two was held to achieve the important score of the students. The evaluation could be from student's result test and observation of the student's attitude and also from diary notes.

From the students' information and score above, the researcher stated that to continued in cycle II in hoping to be better than before. The second cycle was held to achieve the improvement score of the students in writing recount text.

2. Second Cycle

The second cycle was done by the researcher in order to get the better improvement of the students' result. The similar step to the first cycle, researcher conducted to the second cycle with the same steps as followed :

Planning

The researcher prepared new material that was enclosed in lesson plan, and added some activities so that the students would be more active in writing recount text. And then the researcher prepared the media to make the students more active and interested in writing recount text. And prepared the material.

Action

The researcher had indicated the students' problems in writing recount text in the first cycle. The problems were several errors of tenses, word order and still lack of vocabulary. The teacher explained more deeply about recount text and the language use or language feature how to make simple sentence by using past tense. Besides that, the researcher also motivated the students to briefly and confidently to write the text. Then the researcher asked them to bring the dictionary so they can open their dictionary if they confused about the meaning of something. Or they can ask the researcher if they still confused. And then the researcher asked them to make a group consist of four until five person, and then doing the same thing like in the cycle I. and don't forget before learning process ended, the researcher asked them to write recount text based on the instruction.

Observing

The students' interest and ability in writing recount text were improved continuously. They were more enthusiastic and serious when they had understood how to write recount text. The condition of the class was also quite and the students had good responses to the teacher's explanation.

Reflection

After the second cycle had been complied, the students and the teacher were interviewed to know their comment about the whole research. And this cycle was knew that the students' ability in writing recount text was improved, it based on percentage of the students' score. It was based on the percentage of the

students score. At the pre test there was 23%, at the post test I there was 43% and there was 80% at the post test II. The total improvement from pre-test until the post test II was 57%.

C. Research Finding

The result was indicated that there was an improvement on the students' ability in writing recount text by using Task Based Learning method. It was supported by the fact of the mean of the score in every meeting increased. The mean of first cycle 62,23. It was low because the students have still many difficulties to write recount text. The mean of second cycle was 76,9. It was indicated that scores and the means in second cycle were better than the first cycle.

The percentage of the students' score who got point up to 75 also grew up. In the pre-test of the first cycle, students who got point up to 70 there were only 7 of 30 students (23%). In the post-test of the first cycle students who got points up to 75 there were only 13 of 30 (43%). It means that there were improvement was about 16 %. Then in the post test of the second cycle, students who got point up to 75 there were 24 of 30 students (80 %). It means that the there were improvement was about 37%. In another words, the students become better in the first meeting to next meeting. The researcher also analyzed qualitative data to support the research finding beside the quantitative data (writing test). The qualitative data were organized from diary notes, interview, observation sheet. All of these data were indicated that the students had given their good attitude and response during

teaching learning process. based on the result of the quantitative and qualitative data it was indicated that the action and the implementation of Task Based Learning method in writing recount text was kept improving

D. Discussion

Task Based Learning is as the learning model that helps the students' ability in writing descriptive text. Task Based Learning is a different way to teach languages. It can help the student by placing her in a situation like in the real world where oral communication is essential for doing a specific task. So, the major principle of this method that task based learning gives language learners opportunity to learn vocabulary. Usually the teachers explain vocabulary in a pre-task and learners are not involved, words taught that way are easily forgotten so it is beneficial for the students if the teacher thinks of creative ways to involve students in the pre-task.

From analysis the data, it indicated that using Task-Based Learning in the writing recount text was effective, and the researcher concluded that the students' ability in writing recount text have been improved through the implementation of Task-Based Learning, it could be seen from the quantitative data which the students' score got better in every test: pre-test, post test I, and post test II. And also it could be showed by the qualitative data which prove the researcher could control the class and the students were active and interested in learning English and easy to write the recount text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSION

1. Task Based Learning could improved students' ability in writing recount text. After analyzing the data, the researcher found that the students' ability in writing recount text was improved from the pre-test to the first cycle and the second cycle. It means that there were an improvement toward the students' ability in writing recount text by using Task-Based Learning method. It was shown from the improvement of pre-test (51,13), the mean of the first cycle (62,23) and the mean of the second cycle (76,9). It can be stated that the score contiously improved the students' ability in writing recount text after they taught by used Task Based Learning method.
2. There was an improvment of students' ability at writing recount text when Task-Based Learning applied in learning English., the students become better in the first meeting to next meeting. And then, the class become more enjoyable and fun. This result is strengthened by the observation and the interview result that students were more active in the class and enjoy the learning process.

B. SUGGESTIONS

Based on the result of this research, the researcher gives the suggestion, as follow:

1. For English teachers

The teacher should be more creative in learning English, because the students had low ability in English, maybe the teacher can used Task Based Learning method to make the students more active in a good way, not just make noise but they were active, more responsible and interested in English. And the teacher should known the students' obstacle in learning English, especially in writing.

2. For researchers

This research can be read to enrich their knowledge about Task Based Learning and recount text. But, they should search another sources to support in Task Based Learning material.

REFERENCES

- Anderson, Mark and Anderson, Kathy. 1997. *Text Type in English 1*. Australia: Macmillan
- Anugrah Joko Saputro, Dillyan. 2013. *Digital Story Telling to Improve Students' Mastery in Writing Narrative*. Journal of English Language Teaching. Vol. 2 No 1
- Azhar, Syaiful. 2015. *Analysis Generic Structure Of Recount Text*. Salatiga: Paper Research
- Burns, Anne. 1999. *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press
- Handayani, Pera . 2017. *Improving the Students' Ability in Writing Descriptive Paragraph by Using Task -Based Learning (TBL) Approach at The Tenth Grade of MAS PAB 1 Sampali Medan in The academic year 2016/2017*. Medan : Faculty of Tarbiyah and Teachers' Training Islamic State University of North Sumatera
- Harmer, Jeremy. 2003. *The Practice of English Language Teaching*. Cambridge :Longman
- _____2004. *How to Teach Writing*, England: Longman
- Heaton, J.B. 1988. *Writing English Language Test*. Longman : New York
- Hyland, Ken. 2004. *Genre and Second Language Writing*. USA: The University of Michigan Press
- Khasinah, Siti. 2013. *Classroom Action Research*. Journal Pionir. Vol. 1. No.1
- Knapp, Peter. 2005. *Genre. Texts, Grammar: Technologies for Teaching and Assessing Writing*. Sydney: University Of New South Wales Press

- Kunandar. 2008. *Penelitian Tindakan Kelas*. Jakarta: Rajawali Pers
- Lifelong learning program. *Task Based Learning*. Europe: Pools-m
- Martin, J.R. 1992. *English Text: System and Structure*. Library of Congress Cataloging-in-Publication Data : USA
- Nunan, David .1989. *Designing Task for the Communicative Classroom*. New York : Cambridge Unites Press
- Pardiyono. 2007. *Pasti Bisa! Writing Clues For Better Writing Competence*. Yogyakarta: ANDI
- Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia No 58 Tahun 2014 *Tentang Kurikulum 2013 Sekolah Menengah Pertama/ Madrasah Tsanawiyah*. (2014). Jakarta: Depdikbud.
- River , Upper Saddle, et.al.2001.*Writing and Grammar Communication in Action (Platinum Level)*. United States of America: Prentice Hall
- Sariannur. 2017. *The Effect of using Task Based Learning (TBL) Method on student's achievement in Reading Comprehension at Madrasah Aliyah Negeri 1 Natal*. Medan : Faculty of Tarbiyah and Teachers' Training Islamic State University of North Sumatera
- Sher 'Ali, Maulawi . 2004. *The Holy Quran: Arabic Text and English Translation*. Tilford: UK, Islam International Publication Ltc
- Sudarwati, M 2014. *Pathway To English for Senior High School and MA Grade X*. Jakarta: Erlangga
- Tonia, Grace. 2013. *The Strengths and Weaknesses of Task Based Learning (TBL) Approach*. Andhra: Andhra University
- Utami, Widya. 2008. *Contextual and Teaching Learning Bahasa Inggris Kelas VII*. Jakarta: Pusat Perbukuan Nasional

- Wahyuna S . dan Syahrums. 2014. *Statistik Pendidikan*. Medan : diktat
- Wardiman, Artono, et al. 2008. *English in Focus for Grade VII Junior High School (SMPT/MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional
- Wati, Rahma. 2018. *Improving the Students' English Writing of Descriptive Text Through Task-Based Language Teaching*. Medan : Faculty of Tarbiyah and Teachers Training Islamic State University of North Sumatera
- Wijaya, Candra, Syahrums. 2013. *Penelitian Tindakan Kelas*. Medan: Cita Pustaka Media Perintis
- Willis, Jane. 1996. *A Framework for Task-Based Learning*. England : Longman
- <https://www.atsar.id/2017/03/menulis-mencatat-ilmu-adalah-sunnah-nabi.html>
access on September 27 2019

APPENDIX 1

LESSON PLAN

(CYCLE 1)

School Name : MTs Laboratorium UIN-SU Medan

Subjects : English Lesson

Class : VIII

Meeting : 2st and 3nd

Type text : Recount text

Time Allocation: 4 JP

CORE COMPETENCY

KI 1 : Responding and practicing the religious teachings it embraces.

KI 2 : Respect and appreciate honest, disciplined, responsible, caring (tolerant, mutual help) behavior, courteous, confident, and interact effectively with the social and natural environment within the reach of interaction and existence.

KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.

KI 4 :Try, process, and present in a concrete realm (using, subtracting, composing, modifying, and creating) and abstract realm (writing, reading,

computing, drawing and composing) as learned in school and other similar sources with a point of view / theory.

BASIC COMPETENCIESC. INDICATOR

BASIC COMPETENCIES	INDICATOR
3.1 Expressing the meaning in the form of functional short text (such as a story about bad experiences, my holiday and etc). Officially and unofficial accurately, that acknowledges and is using a variety of written language in the context of daily life	<p>3.1.1 Mengidentifikasi generic structure of text.</p> <p>3.1.2 Write a recount text correctly</p> <p>3.1.3 Identification the function and the use of simple past tense and continuous tense.</p>

LEARNING OBJECTIVES

Students are able to:

- a. The students are able to write down the generic structure of recount text correctly
- b. The students are able to write a recount text.
- c. The students are able to identification the function and the use of simple past tense and continuous tense

TEACHING MATERIAL

Recount text is kind of the text that tell us about what happened in series of events in sequence, tell us about our past activities for example about the activity when holiday, in the last week activities, etc.

Generic Structure :

- a. Orientation: Introducing the participants, place and time (eg. When, who, where and what)
- b. Event: describing series of event that happened in the past
- c. Re-orientation : what happened in the end

Example :

My Vacation

One day, my sister named Putri said to me that she really wanted to go to the beach. So I promised her that the next week we would go to Mangrove beach in Perbaungan.

Next week, we prepared everything needed in the morning. We brought some foods and beverages, such as chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask our brother, Bayu, to join us. He agreed to join and we went there together with our parents. We went there by car. It took 3 hours to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than

one hour. We felt so tired that we decided to eat the foods that we had brought. After that, we decided to go home because it was getting dark.

On the way home, we still felt hungry. So we stopped at a restaurant to have dinner. I ordered fried rice, while my brother, my sister, and my parents ordered fried noodle. After finished eating, we paid our bills. Then, we went home. We arrived at home at 9 o'clock. We were tired but we were absolutely happy.

TEACHING METHOD

Method : Task-Based Learning

TEACHING AND LEARNING ACTIVITIES

OpeningApperception

- a. Teacher opens the lesson by greeting the students
- b. Teacher check the students' attendance list
- c. Frequently asked question about the material

Motivation

- a. Explaining the importance of the material to be laearned flowing competences that must be mastered students

Main activities

- a. Exploration
 - a) In exploration activities, the teacher :

- b) Teacher divides the students into small group, one group consist of 2 students
- c) Teacher gives the example of recount text
- b. Elaboration

In the elaboration of the activities, the teacher :

- a) The students are asked to do task in group, each write a recount text based on the instruction from the teacher
- b) Each group have to write that they have done while doing the task
- c) Some groups have to present their work presentation
- c. Confirmation

In the confirmation of the activities, the teacher :

- a) The teacher and the students discuss the result of group presentation some group comment the group presentation opinion.
- b) The teacher gives the students another text, and asks the students to do the task based on the instruction
- c) ClosingTogether with the students concluded material learning just discussed.
- d) Assessment of the activities of the newly implementation consistently.
- e) Provide feedback on the process and learning outcomes.

MEDIA AND SOURCES

Media : Whiteboard, board marker, and worksheet.

Sources : English Book

EVALUATION

The evaluation will be done by conducting writing test, the teacher gives students one topic (my holiday) and the students must write the generic structure of the text to know their improvement in recount text.

SCORING

Content : 30

Organization : 20

Vocabulary : 20

Language used : 25

Mechanics : 5 + 100

Final score : $(\text{Total Score})/100 \times 100$

Medan, 05 September 2019

Knowing,

The Headmaster of MTs Laboratorium

English Teacher

UIN-SU Medan

(Yumira Simamora, M.Pd)

(Masyita, M.Hum)

The Researcher

(Diah Fadillah Zahara)

NIM. 34151025

APPENDIX 2

LESSON PLAN

(CYCLE II)

School Name : MTs Laboratorium UIN-SU Medan

Subjects : English Lesson

Class : VIII

Meeting : 4rd and 5th

Type text : Recount text

Time Allocation : 4 JP

CORE COMPETENCY

KI 1 : Responding and practicing the religious teachings it embraces.

KI 2 : Respect and appreciate honest, disciplined, responsible, caring (tolerant, mutual help) behavior, courteous, confident, and interact effectively with the social and natural environment within the reach of interaction and existence.

KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.

KI 4 : Try, process, and present in a concrete realm (using, subtracting, composing, modifying, and creating) and abstract realm (writing, reading,

computing, drawing and composing) as learned in school and other similar sources with a point of view / theory.

BASIC COMPETENCIESC. INDICATOR

BASIC COMPETENCIES	INDICATOR
Expressing the meaning in the form of functional short text (such as a story about bad experiences, my holiday and etc). Officially and unofficial accurately, that acknowledges and is using a variety of written language in the context of daily lifeIdentification the generic structure of the text.	Write a recount text correctly Identification the function and the use of simple past tense and continuous tense.

LEARNING OBJECTIVES

Students are able to:

- a. The students are able to write down the generic structure of recount text correctly
- b. The students are able to write a recount text correctly.

- c. The students are able to identification the function and the use of simple past tense and continuous tense.

TEACHING MATERIAL

Recount text is kind of the text that tell us about what happened in series of events in sequence, tell us about our past activities.

Generic Structure :

- a. Orientation: Introducing the participants, place and time (eg. When, who, where and what)
- b. Event: describing series of event that happened in the past
- c. Re-orientation : what happened in the end

Example :

Going Camping

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

On Monday, we packed our bags and got ready to go home. That was really my happy experience because I never go there and never doing that.

TEACHING METHOD

Method: Task-Based Learning

TEACHING AND LEARNING ACTIVITIES

Opening

- a. Apperception
- b. Teacher opens the lesson by greeting the students
- c. Teacher check the students' attendance list
- d. Frequently asked question about the material

Motivation

- a. Explaining the importance of the material to be laearned following competences that must be mastered students

Main activities

Exploration

In exploration activities, the teacher :

- a. Teacher divides the students into small group, one group consist of 2 students
- b. Teacher explains about recount text, generic structure and past tense.

Elaboration

In the elaboration of the activities, the teacher :

- a. The students are asked to do task in group, each write a recount text based on the instruction from the teacher
- b. Each group have to write that they have done while doing the task
- c. Some groups have to present their work presentation

Confirmation

In the confirmation of the activities, the teacher :

- a. The teacher and the students discuss the result of group presentation some group comment the group presentation opinion.
- b. The teacher gives the students another text, and asks the students to do the task based on the instruction
- c. ClosingTogether with the students concluded material learning just discussed.
- d. Assessment of the activities of the newly implementation consistently.
- e. Provide feedback on the process and learning outcomes

MEDIA AND SOURCES

Media : Whiteboard, board marker, and worksheet.

Sources : English Book

EVALUATION

Writing Test

Write down a recount text in a group about your happy experience.

Scoring

Content : 30

Organization : 20

Vocabulary : 20

Language used : 25

Mechanics : 5 + 100

Final score : $(\text{Total Score})/100 \times 100$

Medan, 05 September 2019

Knowing,

The Headmaster of MTs Laboratorium

English Teacher

UIN-SU Medan

(Yumira Simamora, M.Pd)

(Masyita, M.Hum)

The Researcher

(Diah Fadillah Zahara)

NIM. 34151025

APPENDIX 3

Scoring of Writing Evaluation

Component	Criteria	Score
1. Content The score of content depend on the students' ability to write ideas, information in the form of logical sentence.	Excellent to Very Good Clear main idea through the development of main idea, detailed and substantive all of the material relevant to main idea. .	30 – 27
	Good to Average Some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail.	26 - 22
	Fair to Poor Limited knowledge of the subject, little substantive inadequate development topic.	21 – 17
	Very Poor Does not show knowledge of	16 – 13

	subject – not substance – not pertinent – or not enough to evaluate	
2. Organization The organization refers to the students' ability to write the ideas, information in good logical order. The topic and supporting sentence are clearly stated	Excellent to Very Good Fluent expression – ideas clearly stated/supported – succinct – well – organized – logical – sequencing – cohesive.	20 - 18
	Good to Average Somewhat copy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.	17 – 14
	Fair to Poor Non fluent – ideas confused or disconnect – lacks logical sequencing and development.	13 – 10
	Very Poor	9- 7

	No paragraphing or organization to enough to evaluate.	
3. Vocabulary Vocabulary refers to the students' ability in using word or idiom to express logically. It also refers to the ability to use the synonym and antonym	Excellent to Very Good Sophisticated range – effective word/idiom form, choice, usage but <i>meaning not obscured</i>	20 – 18
	Good to Average Adequate range, occasional errors of word or idiom form choice and usage but <i>Meaning and obscured</i>	17 – 14
	Fair to Poor Limited range – frequent errors of word/idiom form, choice, usage – <i>Meaning confused or obscured.</i>	13 – 10
	Very Poor	11 – 7

	Essentially translation – little knowledge of English vocabulary, idioms, word form – or not enough to evaluate.	
<p>4. Language use</p> <p>Language use refers to the students' ability in writing the simple complex, or compound sentences correctly and logically. It also refers to the ability to use agreement in the sentences and some other words such as nouns, adjectives, verbs and the time signal.</p>	<p>Excellent to Very Good</p> <p>Effective complex constructions – few errors of agreement, tense, number word order/function, articles, pronouns, preposition.</p>	<p>25 - 22</p>
	<p>Good to Average</p> <p>Effective but simple construction – minor problems</p>	<p>21 -18</p>

	in complex construction – several errors in agreement, tense, word order/function, articles, pronouns, propositions but meaning seldom obscured.	
	<p style="text-align: center;">Fair to Poor</p> <p>Major problems in simple/complex construction – frequent error of negations, agreement, tense, word order/function, articles, pronoun, prepositions, and/or fragments, meaning – confused or obscured.</p>	17 – 11
	<p style="text-align: center;">Very Poor</p> <p>Virtually no mastery of sentence construction rules dominated by errors – does not communicate – or not enough to evaluate.</p>	12 – 5
<p>5. Mechanics</p> <p>Mechanics refers to the students' ability in using word appropriately, using</p>	<p style="text-align: center;">Excellent to Very Good</p> <p>Demonstrate mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing.</p>	5

function correctly, paragraph and text can be read correctly		
	Good to Average Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning confused not obscured.	4
	Fair to Poor Frequent errors of spelling, punctuation, capitalization, paragraphing – poor handwriting – meaning confused or obscured.	3
	Very Poor No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – or not enough to evaluate.	2

APPENDIX 4**WRITING TEST****Pre-Test**

Name:

Class :

Instruction

Write down a recount text about your holiday !

APPENDIX 5**WRITING TEST****Post-Test (Cycle I)**

Name:

Class :

Instruction :

Write down a recount text about your experience good experience !

APPENDIX 6**WRITING TEST****Post-Test (Cycle II)**

Name:

Class :

Instruction :

Write down a recount text about your bad experience !

APPENDIX 7

The Students' Score Before Treatment (Pre-Test)

No	Initial of Name	Score	
		Pre-Test	Criteria of Success ≥ 75
1	AH	50	Unsuccess
2	AFZ	75	Success
3	AFR	55	Unsuccess
4	AZ	40	Unsuccess
5	AC	40	Unsuccess
6	AL	43	Unsuccess
7	BALS	38	Unsuccess
8	DS	45	Unsuccess
9	DP	44	Unsuccess
10	DA	78	Success
11	FNA	50	Unsuccess
12	HA	48	Unsuccess
13	IPS	43	Unsuccess
14	MAJHP	47	Unsuccess
15	MAF	75	Success
16	MNR	43	Unsuccess

17	MRF	44	Unsuccess
18	MTA	78	Success
19	MSM	50	Unsuccess
20	NS	75	Success
21	NAL	80	Success
22	NA	51	Unsuccess
23	PPBN	44	Unsuccess
24	RA	43	Unsuccess
25	RST	43	Unsuccess
26	SLB	43	Unsuccess
27	SLR	41	Unsuccess
28	TSN	80	Success
29	YRL	41	Unsuccess
30	ZN	55	Unsuccess
Total		$\Sigma x = 1534$	
Mean		$X = 51,13$	

APPENDIX 8

The Students' Score In Post-Test I

No	Initial Name	Score	
		Post-Test I	Criteria of Success ≥ 75
1	AH	54	Unsuccess
2	AFZ	80	Success
3	AFR	75	Success
4	AZ	41	Unsuccess
5	AC	43	Unsuccess
6	AL	44	Unsuccess
7	BA LS	40	Unsuccess
8	DS	50	Unsuccess
9	DP	75	Success
10	DA	75	Success
11	FNA	55	Unsuccess
12	HA	75	Success
13	IPS	45	Unsuccess
14	MAJHP	90	Success
15	MAF	80	Success
16	MNR	65	Unsuccess
17	MRF	45	Unsuccess

18	MTA	80	Success
19	MSM	80	Success
20	NS	75	Success
21	NAL	85	Success
22	NA	55	Unsuccess
23	P PBN	45	Unsuccess
24	RA	45	Unsuccess
25	RST	68	Unsuccess
26	SLB	55	Unsuccess
27	SLR	43	Unsuccess
28	TSN	85	Success
29	YRL	44	Unsuccess
30	ZN	75	Success
Total	$\Sigma x = 1867$		
Mean	$X = 62,23$		

APPENDIX 9

The Students' Score In Post-Test II

No	Initial Name	Score	
		Post-Test II	Criteria of Success ≥ 75
1	AH	78	Success
2	AFZ	84	Success
3	AFR	76	Success
4	AZ	60	Unsuccess
5	AC	65	Unsuccess
6	AL	75	Success
7	BA LS	60	Unsuccess
8	DS	80	Success
9	DP	80	Success
10	DA	78	Success
11	FNA	75	Success
12	HA	83	Success
13	IPS	65	Unsuccess
14	MAJHP	95	Success
15	MAF	83	Success
16	MNR	78	Success
17	MRF	75	Success

18	MTA	80	Success
19	MSM	87	Success
20	NS	76	Success
21	NAL	87	Success
22	NA	75	Success
23	P PBN	75	Success
24	RA	75	Success
25	RST	78	Success
26	SLB	79	Success
27	SLR	70	Unsuccess
28	TSN	89	Success
29	YRL	70	Unsuccess
30	ZN	76	Success
Total	$\Sigma x = 2307$		
Mean	$X = 76,9$		

APPENDIX 10

The Result of Interview with Teacher (Pre-Test)

The researcher : “Bagaimana kemampuan siswa dalam pelajaran bahasa inggris terutama menulis (writing) ?”

The teacher : “Mereka sebenarnya adalah murid yang rajin tapi karena bahasa inggris bukan bahasa ibu mereka jadi mereka menganggap bahasa Inggris itu tidak terlalu penting. Jadi saat tingkat belajar bahasa inggris mereka terutama menulis masih rendah.”

The researcher: “Ketika menulis teks bahasa inggris, kesulitan apa yang sering dialami siswa ?”

The teacher : “Mereka masih bingung dengan penggunaan kata yang tepat, kemudian kurangnya vocabulary yang mereka pahami sehingga menghambat mereka dalam menulis. bahkan terkadang saya harus memberitahu arti dari sebuah kata meskipun saya sudah menyuruh mereka membuka kamus sehingga itu membuat kelas menjadi sedikit berisik.”

APPENDIX 11

The Result of Interview with Teacher (Cycle I)

The researcher: “Selain pemahaman siswa, apakah ada hal lain yang menunjukkan peningkatan menulis (writing) siswa? “

The teacher : “Ada, mereka jadi lebih aktif tapi bukan aktif yang berisik gitu, mereka aktif bertanya dan menyampaikan pendapat.

The researcher: “Apakah siswa tertarik untuk mengikuti proses pembelajaran writing dengan task based learning method?”

The teacher: “Sebagian dari siswa tertarik dengan method ini”

The researcher: “Dalam interaksi antara siswa dan guru, apakah siswa ikut berpartisipasi aktif dalam proses pembelajaran”

The teacher: “Sebagian siswa ikut andil dalam berpartisipasi aktif didalam proses pembelajaran, namun sebagian lain, masih menyibukkan diri dengan kegiatan mereka sendiri seperti: bercerita dengan teman, dan lain sebagainya.”

APPENDIX 12

The Result of Interview with Teacher (Cycle II)

The researcher: “Selain pemahaman siswa, apakah dalam siklus II ini ada hal lain yang menunjukkan peningkatan dalam writing mereka?”

The teacher: “Iya ada, keaktifan siswa sangat meningkat pada siklus II ini”

The researcher: “Apakah siswa semakin tertarik untuk mengikuti proses pembelajaran writing dengan metode ini?”

The teacher: “Iya, yang tadinya hanya sebagian siswa yang tertarik dengan metode ini, pada siklus II ini lebih banyak siswa yang tertarik.”

The researcher: “Bagaimana hasil belajar para siswa dalam writing setelah menggunakan metode ini?”

The teacher: “Ada peningkatan yang terlihat, keaktifan siswa sangat meningkat pada siklus II ini, terlihat cara siswa mengerjakan soal dengan kemampuan mereka masing-masing, antusias, partisipasi, motivasi mereka juga meningkat dalam belajar writing dengan menggunakan metode ini.”

APPENDIX 13

Interview With The Students (Pre Test)

The researcher: “Apakah kamu suka dalam belajar writing?”

The student I: “Suka, karena saya suka menulis”

The students II: “Kurang suka, karena saya masih bingung ketika menulis bahasa inggris, selain grammar yang membuat saya pusing, sedikitnya kosakata bahasa inggris membuat saya sedikit malas untuk menulis bahasa inggris. Biasanya saya hanya menggunakan google terjemahan karena lebih mudah. Hehehe”

The student III: “Tidak suka. Karena saya kurang bisa menulis teks bahasa inggris.”

The student IV: “Kadang tergantung bagaimana guru menjelaskan materinya. Jika guru menjelaskan materi mudah untuk untuk dipahami saya biasanya akan menulis tetapi jika tidak saya lebih suka menggunakan google translate”

The student V: “Tidak, karena belum terbiasa jadi tidak semangat”

APPENDIX 14

Interview With The Students (Post Test)

The Researcher: “Apakah kamu mudah memahami materi ini?”

The student I: “Iya miss, karena miss menjelaskannya mudah di mengerti.”

The student II : “Mudah. Karena sudah dijelaskan dengan miss dan belajar dengan kelompok jauh lebih menyenangkan.”

The student III: “Mudah, karena sudah dijelaskan miss”

The student IV: “Ya. Karena kami diberikan kesempatan untuk belajar dalam kelompok yang berpusat pada aktivitas siswanya.”

The student V : “Iya. Karena belajar dengan group sangat menyenangkan dan revisi membuat kami tahu tentang kesalahan tulisan.”

APPENDIX 15**Observation Sheet for Students in Cycle I**

No	Points that will be observed	Cycle I	
		Yes	No
1	Teacher comes to the class on time		
2	Teacher greets the students		
3	Teacher does orientation		
4	Teacher gives chance to the students to answer the question		
5	Teacher is open in teaching and learning process		
6	Teacher is serious in teaching and learning process		
7	Teacher gives task to the students		
8	Teacher concludes the material		
9	Teacher monitors all the groups		
10	Students come to the class on time		
11	Students answer the teacher's greeting		
12	Students are enthusiastic in teaching learning process		

13	Students make noisy in the class		
14	Students listen to the teacher's explanantion attentively		
15	Students do all task cooperatively		

APPENDIX 16

Observation Sheet for the Teacher in Cycle I

No	Points that will be observed	Cycle I		
		1	2	3
1	Teacher's ability in opening the class			
2	Teacher's motivation in teaching and learning process			
3	Mastering the material			
4	Provide the material clearly			
5	Provide the material systematically			
6	Teacher's ability in organizing the class			
7	Students' response to the teacher's explanation			
8	Motivation and enthusiastic students in teaching and learning process			
9	Students' bravery in giving their opinion			
10	Students' interaction in group discussion			
11	Relationship between students and teacher in teaching learning process			

12	Being active in the group discussion			
13	Class order in teaching learning process			

Notes

3= Very Good

2= Good

1= Bad

APPENDIX 17**Observation Sheet for Students in Cycle II**

No	Points that will be observe	Cycle II	
		Yes	No
1	Teacher comes to the class on time		
2	Teacher greets the students		
3	Teacher does orientation		
4	Teacher gives chance to the students to answer the question		
5	Teacher is open in teaching and learning process		
6	Teacher is serious in teaching and learning process		
7	Teacher gives task to the students		
8	Teacher concludes the material		
9	Teacher monitors all the groups		
10	Students come to the class on time		
11	Students answer the teacher's greeting		

12	Students are anthusiastic in teaching learning process		
13	Students make noisy in the class		
14	Students listen to the teacher's explanantion attentively		
15	Students do all task cooperatively		

APPENDIX 18

Observation Sheet for the Teacher in Cycle II

No	Points that will be observed	Cycle II		
		1	2	3
1	Teacher's ability in opening the class			
2	Teacher's motivation in teaching and learning process			
3	Mastering the material			
4	Provide the material clearly			
5	Provide the material systematically			
6	Teacher's ability in organizing the class			
7	Students' response to the teacher's explanation			
8	Motivation and enthusiastic students in teaching and learning process			
9	Students' bravery in giving their opinion			
10	Students' interaction in group discussion			
11	Relationship between students and teacher in teaching learning process			

12	Being active in the group discussion			
13	Class order in teaching learning process			

Notes

3= Very Good

2= Good

1= Bad

APPENDIX 19

Diary Notes

First Meeting (Monday, July 11th 2019)

Introducing and giving pre test

The researcher entered the class and prepared the tools for pre test. Then, the researcher opened the class. Firstly, the researcher introduced herself to the students and the researcher's purpose being front of them. There were dialogue between the researcher and the students. The students received the pre test sheet. The researcher explained the instruction in the pre test sheet. It was done in order to know the basic skill of the students in reading recount text. They did pre test but during the test some time they asked what they understand yet.

Second Meeting (Thursday, July 12th 2019)

In this meeting, they were taught about recount text. The students seemed enthusiast to learn it. They were active and some of them gave opinion about the recount text. Having gotten the definition and parts of recount text, then they started to do the task based on their group

Third Meeting (Monday, July 18nd 2019)

In this meeting, the researcher entered the class and greeted the students. All the member in the class prayed together. The researcher gave the post test I. Before doing the post test I, the researcher explained the instruction in the paper.

Some of students have known about the instruction. The students were directly took paper and did the post test I. most of the students did the test by their own self, but there were still many students cheated from their friends and made noisy.

Forth Meeting (Thursday July, 19th 2019)

In this meeting, the researcher taught the students based on the problems which were found in the previous meeting and the students answer sheet. Researcher found that most of the students still difficulties in organize the text because they didn't understand about generic structure of the text. So the researcher explained again about the generic structure and language feature of the text, and gave another example about recount text. And then divide them into groups then give them a task and do it by the group, then presentation in front of the class

Fifth meeting (Monday, July 25th 2019)

This was the last meeting. The students were asked to answer the post test II. The students were serious to do the test. After checking the answer of the test, the researcher found out that their score increased from the first meeting until last meeting. It means their ability in writing recount text had improve by using Task Based Learning method.